

ARCHAEOLOGY AND PUBLIC EDUCATION

Society for American Archaeology: Committee on Public Education

Volume 1, Number 1

September 14, 1990

Editorial Staff

Ed Friedman
Phyllis Messenger
Holly Reckord

Public Education Committee

Ed Friedman
*Chair, Public Education
Committee and Network
Subcommittee*

Phyllis Messenger
*Vice-Chair, Public Education
Committee*

Lawrence G. Desmond
*Special Interest Group
Subcommittee*

Karolyn Smardz and
Paul Hooge
*Formal Education
Subcommittee*

George Smith
Public Sessions Subcommittee

KC Smith
Marketplace Subcommittee

Address Inquiries To:

Ed Friedman
Bureau of Reclamation
P.O. Box 25007, D-5530
Denver, Colorado 80225-0007
Phone: (303) 236-9026
Fax: (303) 236-6763

HISTORICAL PERSPECTIVE

We are finally off and running. The Society for American Archaeology (SAA) has established the COMMITTEE ON PUBLIC EDUCATION. Congratulations to all for the hard work! We hope through this quarterly NEWSLETTER to keep all interested parties informed of activities and opportunities.

To provide a brief glimpse of how we got to be what we are, we have excerpted portions of the Action Plan adopted by the SAA:

In May 1989, the SAA held its Anti-looting Working Conference in Taos, New Mexico to discuss the problem of looting and vandalism of heritage resources. A consensus emerged from the conference that public education is the most effective long-range and broadly based solution to the problem of site destruction.

To follow-up on the Taos conference an ad hoc committee was organized and met in Minneapolis, Minnesota in October 1989, to continue discussions about the need for a nationwide public education initiative. This meeting resulted in a proposal to the SAA Executive Board, for the creation of a permanent committee on public education.

In a compromise move the Executive Board authorized a task force to study the issue and develop an action plan to be submitted in April 1990, at the SAA annual meetings in Las Vegas, Nevada. The action plan, which was adopted unanimously, creates the Committee on Public Education with the mandate to carry-out the goals and elements of the plan which addresses a broad range of public education goals related to archaeology, including, but not limited to, preservation of heritage resources.

The goals of the SAA Action Plan include:

- o Establishing a Public Education Committee to lead the SAA in an aggressive public education program. Efforts will include encouraging cooperation among the SAA and other professional organizations on public education issues, as well as creating a network of archaeologists and educators who teach archaeology in a public setting.
- o Promoting understanding of and respect for other cultures, values, and diversity--in part through the teaching of archaeology and teaching respect for and preservation of heritage resources. Efforts will include collecting, evaluating, and making available teaching materials related to heritage resources and archaeology. Efforts also will include fostering discussions with Native Americans and other appropriate cultural and national groups.
- o Promoting preservation as a cultural norm, to encourage the public to leave heritage resources undisturbed and instill a willingness to support careful scientific research. the public.

Efforts will involve educational programs in a variety of settings, targeting various segments of

- o Educating the discipline of archaeology/anthropology to the need for and the value of public education. Efforts will focus on encouraging institutional support of those who engage in public education, and on providing training and service opportunities for individuals.

COMMITTEE STRUCTURE

Ed Friedman was asked to chair the committee and accepted. Ed can be reached at the Bureau of Reclamation, Denver Federal Center, P.O. Box 25007, Attention D-5530, Denver, Colorado 80225-0007. His telephone number is (303) 236-9026, FTS 776-9026, and the FAX number is (303) 236-6763.

Ed is the SAA's representative to the Inter-Society Work Group. The work group's function is to open a dialogue on public education agendas and projects among the organizations to coordinate joint efforts or division of labor. The goal of the work group is to avoid duplication of effort in public education matters.

The following are some heritage resource organizations participating in the work group: American Anthropological Association (AAA), Archaeological Institute of America (AIA), American Society of Conservation Archaeologists (ASCA), Canadian Archaeological Association (CAA), Committee on Public Archaeology (COPA), National Association of State Archaeologists (NASA), and Society for Historical Archaeology (SHA).

Due to changing work responsibilities, Phyllis has relinquished chair of the Network Subcommittee, as a result, Ed has temporarily taken over this role. (We are seeking a permanent chair for this important subcommittee.) The ACTION PLAN's goal for the subcommittee is to create a national network of regional and/or state contacts to work directly with educators. For the most part the local network would be made up of archaeologists, educators, and avocational organization representatives.

Within the regional/state organization an appropriately trained team should be established to enable archaeologists to create a positive climate for press coverage and community relations. A speakers' bureau and a pool of professionals willing and able to write articles for the public is a necessary part of the organizational structure.

In conjunction with the outreach effort of the regional/state

network and communication through this newsletter, the SAA is making a concerted effort to enlist educators to become a part of SAA through the Associate Member category.

Phyllis Messenger is serving as Vice-chair. Phyllis is at the University of Minnesota at the Institute of International Studies, 214 Social Sciences Building, 267 19th Avenue South, Minneapolis, Minnesota 55455. Her telephone number is (612) 624-6527, the FAX number is (612) 626-7599, and the BITNET number is PMESSENG@UMNACVX.

Larry Desmond is teaching at the University of Minnesota-Morris and is the chair of the Special Interest Group Subcommittee. He can be contacted at the University of Minnesota-Morris, Division of Social Sciences, Morris, Minnesota 56267. Larry's office telephone number is (612) 589-2211, FAX (612) 589-1661, and BITNET is DESMNDLG@UMNMOR.

While the ACTION PLAN did not specifically address special interest groups, the final report from the Taos Conference, Save the Past for the Future: Actions for the '90s, provides a clear statement of purpose. There are three groups that require specialized educational programs: Persons 1) who can carry the prevention message such as archaeologists, senior citizens, environmentalists, lawyers, legislators, law enforcement personnel, media specialists, and youth service groups, 2) who can be sensitized to the nature and severity of the problem of resource damage such as site owners, developers, art museums, recreation groups, and Native Americans, and 3) who need to have their behavior modified such as looters and vandals.

The intent is to have each member of this subcommittee select an organization (e.g. American Association of Retired Persons, Sierra Club, National Rifle Association) for which he/she will serve as informal liaison. One of the major functions is writing articles for their journals, magazines, and newsletters and providing their leadership with pertinent information.

Karolyn Smardz and Paul Hooge are the co-chairs of the Formal Education Subcommittee. She can be contacted at the Archaeological Resource Centre, 840 Greenwood Avenue, Room A4, Toronto, Ontario, Canada M4J 4B7. Her telephone number is (416) 393-0665. Paul can be reached at the Licking County Archaeology Society, 4444 Price Road, Newark, Ohio 43055. His telephone number is (614) 366-1520.

The ACTION PLAN calls for this subcommittee to focus on several tasks: 1) begin amassing a list of individuals who actually teach archaeology in the classroom, 2) send them a questionnaire regarding materials used, source of materials, grade taught, etc., 3) compile classroom archaeology materials, curricula, handbooks, guides, 4) evaluate the materials, and 5) develop new teacher-tested archaeological source material and

curricula directed at the appropriate grade level, if necessary.

George Smith is chairing the Public Session Subcommittee. He can be reached at the National Park Service, Southeast Archaeological Center, P.O. Box 2416, Tallahassee, Florida 32316. George's telephone number is (904) 561-9160 and FTS 965-7195.

The ACTION PLAN describes this subcommittee's agenda as follows: the SAA should offer evening and weekend sessions to encourage timely dissemination of archaeological information to the public as well as encourage interaction between archaeologists and the public. These sessions could be geared to school teachers, avocational archaeologists, media representatives, and the general public. They should be low cost or free to encourage maximum participation. In addition, these sessions would be open to regular meeting registrants for no additional fee.

KC Smith is chair of the Marketplace Subcommittee. KC can be reached at the Museum of Florida History, State of Florida, Department of State, R.A. Gray Building, Tallahassee, Florida 32399-0250. Her telephone number is (904) 487-3711.

In the ACTION PLAN, this subcommittee's responsibility is described as follows: the SAA, at the annual meetings will provide space within the exhibitors' area for a "marketplace." The space would allow for demonstrations and displays of educational materials. The space would need to accommodate a viewing area for films, slide shows, and videos that interpret archaeology or describe preservation efforts and goals. Also, there would be "hands-on" opportunities for teachers and others to demonstrate teaching materials, computer software, and learning modules, as well as the LEAP and LOOT databases of the National Park Service.

Nancy Hawkins is coordinating several efforts for the next annual meeting, on behalf of the committee. One is the second annual teacher workshop. The instructor will be Nan McNutt, who is the developer of Project Archeology: Saving Traditions (PAST). The second effort is a "writing for the public" workshop. This session will be presented by Peter Young and Richard Wertime, editors of Archaeology magazine from the Archaeological Institute of America. This also is the second offering of this session at the SAA annual meetings.

Nancy can be reached at the State Historic Preservation Office-Louisiana, 900 Riverside North, P.O. Box 44247, Baton Rouge, Louisiana 70804. Her telephone number is (504) 342-8170.

FROM THE SUBCOMMITTEES

The Public Session Subcommittee is developing a Saturday session for the 1991 SAA annual meeting in New Orleans, Louisiana that will focus on regional topics, both prehistoric and historic perspectives. There will be an extensive pre-conference media blitz to maximize public attendance.

As part of this promotional effort, an 8th grade student essay contest is being organized in the local school district. The topic proposed is "Why is it important to protect archaeological and historic sites?" Cash prizes will be awarded to the winners at the Public Session.

Other efforts being investigated include opening the exhibit area to the public attending the session. Distribution of the printed papers to the attendees.

The Special Interest Group Subcommittee has made contacts with the Sierra Club and will be coordinating with that group. We need individuals to work with other groups (e.g. National

CALENDAR OF EVENTS

Federal Preservation Forum, November 13 - 15, 1990, Santa Fe, New Mexico

American Anthropological Association, November 28 - December 2, 1990, New Orleans, Louisiana

Society for Historical Archaeology, January 9 - 13, 1991, Richmond, Virginia

Society for American Archaeology, April 23 - 28, 1991, New Orleans, Louisiana

Presenting the Past to the Public, late-Spring 1991, Minneapolis, Minnesota

Wildlife Federation, Audubon Society, National Rifle Association, American Association of Retired Persons). We need to get our message out. If you are interested, please contact Larry Desmond.

The Network Development Subcommittee is still in need of a permanent chair.

We have been in contact with the Arizona Archaeological Council's School Committee to enlist their aid in this project. The group has extensive experience in working together with classroom teachers.

We are now looking at three options (not mutually exclusive) for establishing the state or regional focal point for the education network: the State Historic Preservation Office, State Archaeological Society, or the Committee on Public Archaeology. We would appreciate hearing from you if you have any other suggestions.

WHAT'S NEW

Teachers Test P.A.S.T. by Nan McNutt

This fall 215 middle school students will test the curriculum Project Archeology: Saving Traditions (P.A.S.T.). P.A.S.T. is an interdisciplinary curriculum emphasizing skills and processes of science, social studies, mathematics, and language arts. Its focus is conservation archaeology.

John Flettre, Terry Riley, and Jim Reed of Tucson, Arizona and Mary Frost of Las Vegas, Nevada volunteered their time and classrooms for teaching and testing the curriculum materials this fall. Each received training through their participation in the P.A.S.T. Workshops at the recent SAA and Society for Historical Archaeology (SHA) annual meetings. (Editors Note--a P.A.S.T. Workshop is tentatively scheduled for the SAA meetings in New Orleans, Louisiana--April 23 - 28, 1991.)

After the P.A.S.T. has been presented in the classrooms, the students will be tested. The test scores will be used to validate the curriculum as an exemplary model through the U.S. Department of Education. Once validated, P.A.S.T. will be available, with assisting funds to any school district within the United States and territories. While P.A.S.T. has received Washington State validation, it must be recognized on the National level to be a recipient of Federal funds. (Thank you John, Terry, Jim, and Mary. We'll all be cheering for you.)

Currently 183 teachers use the curriculum materials in their

entirety or modified versions. Teachers can, and do, pull specific lessons to meet their own students curriculum and grade-level needs. While most who use P.A.S.T. teach 4th through 8th grade, the span is from 1st grade through freshmen in college. The curriculum is used around the Nation in the following states: Alaska, Arizona, Florida will be joining the list in 1991, when the Museum of Florida History will begin using the materials.

If you would like more information about Project Archeology: Saving Traditions please contact, Sopris West, Inc., 1140 Boston Avenue, Longmont, Colorado 80501, (303) 651-2829.

A new program emerges: the Haffenreffer Museum of Anthropology, Brown University and the Brown Learning Community developed and offered a new educational program Looking for the Past. It was designed to teach young people, ages 8 to 12, about what anthropologists and archaeologists do, as well as the role of museums in interpreting human society through its material culture. To learn more about the course we suggest contacting Susan Esons, Barbara Hail, Rochelle Rosen, Patsy Sanford, or Lyn Udvardy at Mount Hope Grant, Bristol, Rhode Island 02809.

We would like to call to your attention, if you are not already aware of it, to the National Geographic's booklet on geographic education: Guidelines for Geographic Education: Elementary and Secondary Schools. The guidelines are available from The Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009.

PERTINENT LEGISLATION

Arizona by Teresa Hoffman

Arizona environmental education received a recent boost with the passage of HB 2675, the Environmental Education Bill. Sponsored by Representative Karan English (D-Flagstaff), the bill was signed by Governor Rose Mofford on June 6, 1990, and will become law effective 90 days afterward.

The bill defines environmental education as "the educational process dealing with the relationship of humans to their natural and artificial surroundings," thus incorporating cultural/heritage issues into environmental education. This legislation also calls for integration of environmental education into the general curriculum of public schools, a practical approach given the current requirements and workload of the state's educators. HB 2675 will further the cause of

environmental education by mandating a number of provisions. Some of the provisions are:

- o Establishing an environmental license plate fund in the Department of Education to receive monies from the sales of these special plates to be used for environmental education.
- o Establishing environmental education as a priority for state agencies.
- o Requiring school districts to develop and integrate environmental education into the general curriculum.
- o Establishing an interagency committee and a task force to develop plans for a statewide program.
- o Requiring the Department of Education to work with state colleges and universities for teacher training in environmental education.

In related news, the Arizona Heritage Fund, a coalition of over 50 cultural and environmental groups, was recently successful in placing the Heritage Fund Initiative on the November ballot. This fund would receive \$20 million each year from the Arizona lottery proceeds. The money would be spent on a variety of environmental causes including environmental education and cultural/historic preservation. The amount allotted to cultural/historic preservation would amount to \$1.7 million.

For more information on these issues, contact Teresa Hoffman, Arizona State Parks, State Historic Preservation Office, 800 W. Washington, Suite 415, Phoenix, Arizona 85007, (602) 542-4174.

GENERAL INFORMATION

The SAA has recently established a new category of membership (avocational) along with a new dues structure (\$25.00). Members in this category will receive the newly revised SAA Bulletin and information relating to the annual meeting. We encourage you to join and participate in the society. When you join let the Society know that you are interested in and support the public education effort.

Please send us the names of individuals who are not already on the attached MAILING LIST, and who you believe would like to receive the newsletter. We strongly encourage you to copy the newsletter and pass it on.

The Presenting the Past to the Public conference organizers are looking for a few excellent people--teachers who make archaeology work in the classroom and can impart to archaeologists how to most effectively work with children in a classroom setting. The conference is scheduled for late-Spring 1991, in Minneapolis, Minnesota. If you know of a person who would like to participate, send your nomination to Tom Trow, College of Liberal Arts, 203 Johnston Hall, University of Minnesota, Minneapolis, Minnesota 55455.

The National Trust for Historic Preservation has developed a heritage resource software program "...to include information on formal education programs at the elementary, secondary, and higher education levels, as well as informal education programs at libraries, museums, youth groups, and citizen centers. Along with information on the programs themselves, of course, we will be collecting information on expert practitioners in heritage education."

The software is designed to be compatible with Educational Resources Information Center, as well as the National Park Service's existing data base. We have requested a copy of the software for review and comment, additionally we have attached a copy of the information collection form. If you would be interested in participating in this review process, please contact Ed Friedman.

The Trust has completed preliminary efforts to develop a Center for Heritage Education. For more information see the National Park Service's CRM Bulletin, volume 13, no. 3, (1990). Copies of the Bulletin can be obtained by writing U.S. Department of the Interior, National Park Service, Cultural Resources, P.O. Box 37127, Washington, D.C. 20013-7127.

Call for Assistance An Open Letter from Tom F. King

As part of the Society for American Archaeology's "Save the Past for the Future" project, and in cooperation with the National Park Service, we are undertaking the development of a research program to gather and analyze data regarding the looting and vandalism of archaeological sites. The need to give priority to such a research program was identified at last year's Fort Burgwin conference on looting and vandalism.

Over the next several months we will be gathering initial data

and developing a research project design for the collection and analysis of data on the kinds of sites that are looted, how much damage has occurred to date, projected future rates and kinds of damage, the motivations of looters, traffickers, dealers, and buyers, and the operations of the commercial systems through which artifacts are marketed.

A first step in developing this program, naturally, is to determine what has already been done to assess what kinds of sites have been looted, how much damage has occurred, how much is likely to occur in the future, and the motivations of those who perpetuate or motivate looting. It was the clear consensus of the Fort Burgwin conferees that little systematic research has been done in these areas, but we are aware of a few studies, and must assume that others have been done or are underway.

So, we are writing to solicit your assistance. If you are aware of any studies that have been done that produced data about levels and kinds of looter impacts on archaeological sites, or that resulted in projections of future impacts, or that analyzed the attitudes and motivations of looters, traffickers, collectors, dealers, or others involved in the artifact market, we would appreciate it if you would let us know about them, and if possible provide us with a copy of whatever reports may be available regarding such studies or tell us where we might be

able to get them. If you are aware of any such studies that are presently underway or in the planning stages, we would like to know about these as well. Finally, we would appreciate receiving any thoughts you have about the project in general - how we should proceed, what kinds of information we should be seeking, funding sources we might pursue to support the project, and so on.

We are operating on a pretty tight schedule, in the hope of having a full-blown research program design ready in time to serve as a basis for preparing grant applications in the fall. So if you could respond by October 12, 1990, it would be very much appreciated. Please send your responses to Save the Past for the Future, Society for American Archaeology, 1333 Connecticut Avenue NW, Suite 400, Washington, D.C. 20036.

Regular features of the quarterly NEWSLETTER will be THE CLASSROOM, WHAT'S NEW (including programs and contacts) PERTINENT LEGISLATION, FROM THE SUBCOMMITTEES, and CALENDAR OF EVENTS. We encourage each and every one of you to contribute to the NEWSLETTER. If your contribution does not fit into one of the established sections, do not worry. Send your articles to Ed Friedman. Deadline for submission for the next issue is November 2, 1990.

If you are interested in continuing to receive the NEWSLETTER, we request that you let us know by return mail. Send your response to Ed Friedman, Bureau of Reclamation, Denver Federal Center, P.O. Box 25007, Attention D-5530, Denver, Colorado 80225-0007. If we do not hear from you by the mailing of the next issue (November 1990), your name will be deleted from the list.

THE CLASSROOM

Story in a Bag: An Archaeology Lesson for Grades 3-6 by Carol Ellick

INTRODUCTION: Archaeologists try to piece together how people lived from the things they left behind. They never find everything, what they do find are fragments of the whole puzzle. Artifacts that are found are carefully recorded in context, then described down to the most microscopic detail. Initially this is done without implying artifact use. How people lived and who they were is then carefully reconstructed from this primary data.

In this exercise, students look at familiar "artifacts" out of context and try to figure out who the artifacts describe.

It is a good introduction to archaeological methodology and the problems caused by removing artifacts from context. See if your students can match classmates to "artifacts."

MATERIALS: (Note: Each child needs to select 12 items from home before the lesson can begin.)

- 1 Brown grocery sack per child
- 12 Items which each child selects
- 1 Laboratory record form per child
- 1 Pencil per pair
- 1 Metric ruler per pair

VOCABULARY:

Archaeologist/Archaeology
Artifact
Context
Primary Data

PROCESS:

Collection:

Each student collects 12 items from home that describe that person. Stress that there should be no names or identification on any of the items. As each child turns in a bag, the teacher marks a code on the bag and by the child's name on a list. This keeps it anonymous.

Distribution:

Students are assigned partners and each pair is given two laboratory record forms, a metric ruler, a pencil, and one bag of 12 items. The other half of the bags are passed out when the students complete their laboratory record forms for the first set. Upon receiving bag two, the partners switch jobs. The "excavator" becomes the recorder and the recorder from the first bag now gets to remove the "artifacts" from the bag for closer inspection.

Activity:

One child removes the "artifacts" from his/her bag; then the pair discuss observations, and the other child records each item on the laboratory record form. Observation skills, senses, and scientific skills are used as the objects are recorded. Deductive reasoning helps students reach conclusions.

Follow up:

When all children complete their bags, allow students to discuss their findings and tell the class if they think they have solved the puzzle. Questions for class discussion include: What are we able to discover by looking at this small sample of objects? Can we learn anything about that person's life?